

# **Group Environment Scale**

## **Group Report**

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GESC - Sample Group, Campaign

## Introduction

The *Group Environment Scale* (GES) measures social environments of task-oriented, social, psychotherapy, and self-help groups. The GES has three forms: the Real Form (Form R), the Ideal Form (Form I), and the Expectations Form (Form E). The Real Form measures members' and leaders' perceptions of their group; the Ideal Form measures members' and leaders' conceptions of the ideal group setting; and the Expectations Form measures prospective members' or leaders' expectations about group settings. This report discusses this group's average scores on the Real Form (Form R).

An assessment of the group environment is most often appropriate when a group is encountering change or needs to change. Such an assessment can benefit the group by showing both members and leaders how their behavior influences the group climate. Here are examples of useful times to assess the group environment:

**Before change.** Measuring the group climate before implementing a planned change -- such as bringing in a new leader, restructuring a group, or shifting the group's major task -- establishes a baseline against which the impact of that change can be measured.

**To promote change.** The assessment itself, by giving feedback to members and leaders, can foster change in the group environment.

**After change.** A follow-up assessment helps in evaluating the impact of changes, whether they were experimental, planned, or unexpected.

**To diagnose problems.** An assessment can facilitate the analysis and understanding of possible problems in a group.

**To appraise and improve leadership.** Leaders can learn about their effectiveness in influencing the group climate.

**To build teams.** When groups want to increase their effectiveness, they can find that a better understanding of the social climate raises relevant issues for discussion and action.

**To identify risks.** An assessment identifies groups that are functioning poorly and are at risk for individual or organizational problems, such as high absenteeism, high turnover, or poor performance.

## Key Aspects of the Assessment and Feedback Process

Receiving feedback about the group climate can guide members and leaders in addressing aspects of the environment that are stressful or problematic. The GES profiles provide a comfortable and non-threatening way to begin group discussions. They help members and leaders to understand standards and conflicts in the group and realize that they can change specific aspects of their group. When the GES results are consistent with other information about the group, the group members and their leader often feel more confident about a proposed intervention. When the GES provides contradictory information, the group is often prompted to search for new ideas and explanations. The GES can also assess changes in the group climate after an intervention.

Using a process that encompasses measurement, feedback, and planning, leaders and consultants can:

- Encourage members to think about their group in terms of the 10 dimensions of the GES instead of oversimplified terms such as good or bad, stressful or non-stressful.
- Bring to the group's attention important but often overlooked group characteristics, such as the level of autonomy or innovation.
- Provide an opportunity for members and leaders to see how the group may influence their morale and well-being.
- Help the members to focus their efforts to change the group; by selecting well-defined areas, the group can lessen confusion and conflicting behavior and increase the chances of orderly change.
- Encourage involvement in the change process, so that members and leaders will work together to improve their group.

## GES Scale Descriptions

The 10 GES subscales assess three underlying sets of dimensions: relationship dimensions, personal growth or goal orientation dimensions, and system maintenance and change dimensions.

### Relationship Dimensions

**Cohesion:** the members' involvement in and commitment to the group, and the concern and friendship they show for one another.

**Leader Support:** the amount of help, concern, and friendship the leader shows for the members.

**Expressiveness:** how much freedom of action and expression of feelings are encouraged in the group.

### Personal Growth Dimensions

**Independence:** how much the group encourages independent action and expression among members.

**Task Orientation:** the emphasis on completing concrete, practical tasks and on decision-making and training.

**Self-Discovery:** how much the group encourages members' discussions of personal problems.

**Anger and Aggression:** the extent to which there is open expression of anger and disagreement in the group.

### System Maintenance and Change Dimensions

**Order and Organization:** the formality and structure of the group and the explicitness of rules and sanctions.

**Leader Control:** the extent to which the leader directs the group, makes decisions, and enforces rules.

**Innovation:** how much the group promotes diversity and change in its own functions and activities.

## This Group's GES Scores

The following graphs depict the average GES scores for this group by dimension category.

### This Group

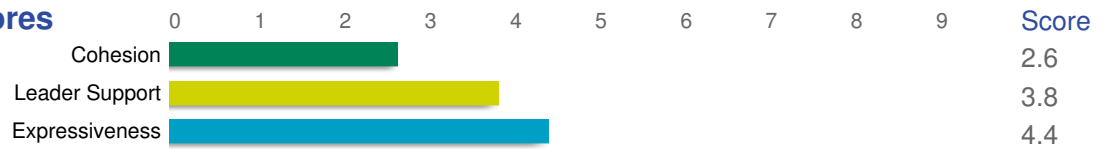
**Population Group:** GESC - Sample Group

**Number of participants in this norm:** 5

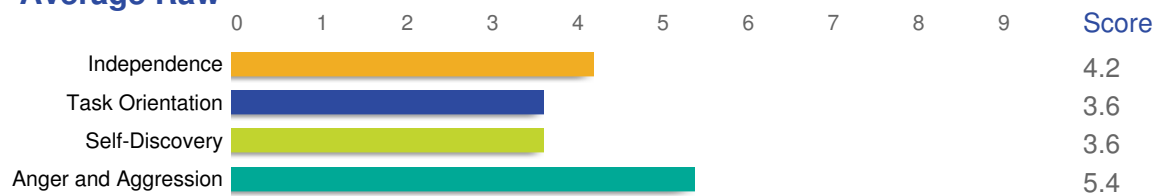
**Campaigns included in this norm:**

GESC - Sample Group

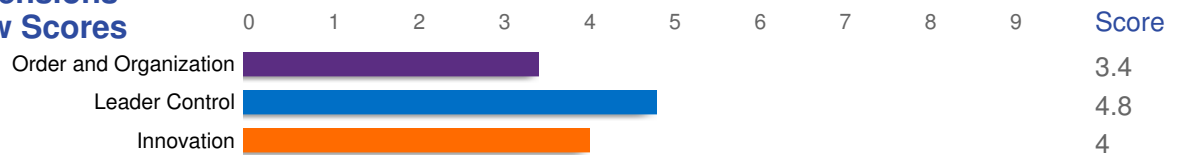
### Relationship Dimensions -- Average Raw Scores



### Personal Growth Dimensions -- Average Raw Scores



### System Maintenance and Change Dimensions -- Average Raw Scores



## Group Agreement

The variation in response to the GES measures the group standard deviations of the ratings for the GES scales. The smaller the standard deviation, the higher the agreement among ratings. A value of 0.0 would mean identical ratings among all group members.

### This Group

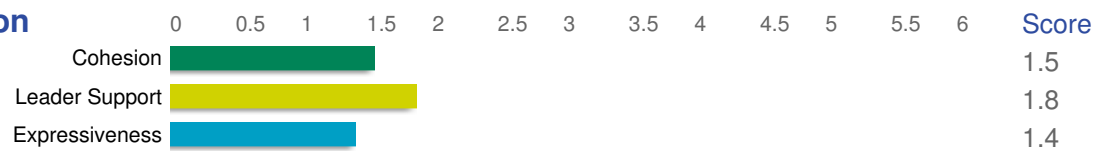
**Population Group:** GESC - Sample Group

**Number of participants in this norm:** 5

**Campaigns included in this norm:**

GESC - Sample Group

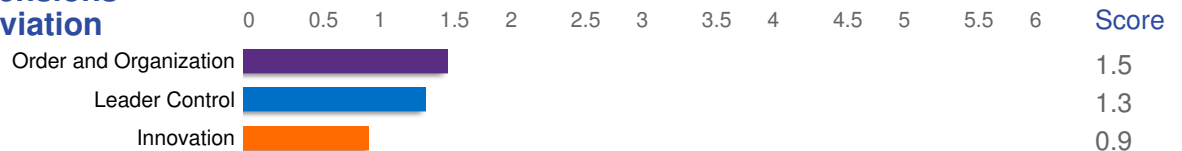
### Relationship Dimensions -- Standard Deviation



### Personal Growth Dimensions -- Standard Deviation



### System Maintenance and Change Dimensions -- Standard Deviation

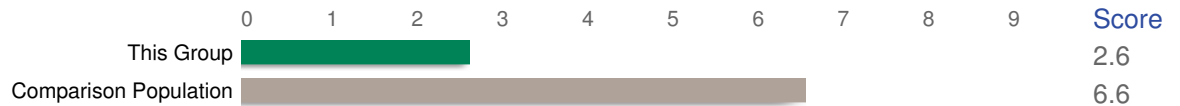


## This Group Compared to Norms

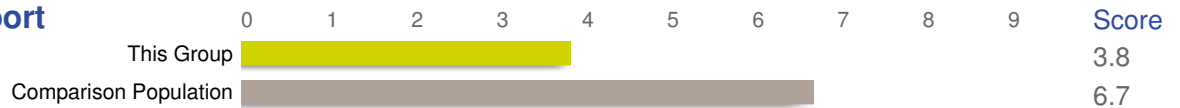
The following graphs depict this group's scores compared to a population of 2,436 individuals (representing 305 groups) who have taken the GES.

### Relationship Dimensions - Normative Comparisons

#### Cohesion



#### Leader Support

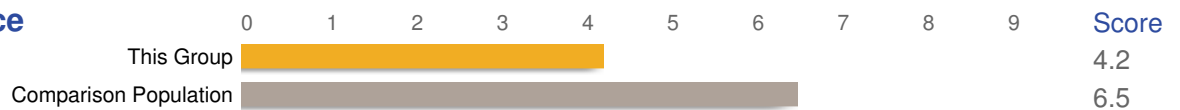


#### Expressiveness



### Personal Growth Dimensions - Normative Comparisons

#### Independence



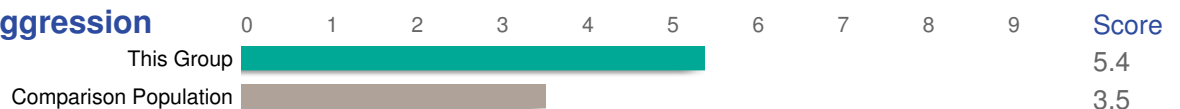
#### Task Orientation



#### Self-Discovery

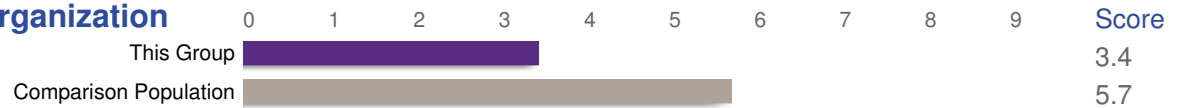


#### Anger and Aggression



# System Maintenance and Change Dimensions - Normative Comparisons

## Order and Organization



## Leader Control



## Innovation



## All Items by Scale

The following lists this group's average scores on all GES items by scale. The items are sorted from higher rating to lower rating. To interpret the scores, refer to the following rating system participants in this group used to complete the GES: **1 = True 0 = False**. If the item scale name begins with "Reverse of", interpret the item value as: 0 = True 1 = False. Therefore, items scores range between 0.0 - 1.0, where 1.0 is direction of the meaning of the scale.

### Cohesion

Score	Scale	Item
0.4	Cohesion	The group is a good place to make friends.
0.4	Cohesion	Additional information appears in actual report.
0.4		
0.4		
0.2		
0.2		
0		
0.2		
0.4		
0.4		
0.4		

## Leader Support

Score	Scale	Item
0.6	Leader Support	The leader tells members when they're doing well.
0.6	<i>Additional information appears in actual report.</i>	
0.4		
0.4		
0.2		
0		
0.2		
0.6		
0.8		

## Expressiveness

Score	Scale	Item
0.8	Expressiveness	Members often say the first thing that comes into their minds.
0.4	<i>Additional information appears in actual report.</i>	
0.2		
0.2		
0.4		
0.4		
0.6		
0.6		
0.8		

## Independence

Score	Scale	Item
0.6	Independence	In this group, members are learning to depend more on themselves.
0.4	<i>Additional information appears in actual report.</i>	
0.2		
0.2		
0		
0.4		
0.6		
0.8		
1		

## Task Orientation

Score	Scale	Item
0.4	Task Orientation	The group helps its members learn new skills.
0.4	Additional information appears in actual report.	
0.4		
0.4		
0		
0.4		
0.4		
0.6		
0.6		

**Self-Discovery**

Score	Scale	Item
0.6	Self-Discovery	This group is a good place to “let off steam.”
0.4	<i>Additional information appears in actual report.</i>	
0.2		
0.2		
0.2		
0		
0.6		
0.6		
0.8		

## Anger and Aggression

Score	Scale	Item
0.8	Anger and Aggression	Members often gripe.
0.6	<i>Additional information appears in actual report.</i>	
0.6		
0.4		
0.4		
0.2		
0.6		
0.8		
1		

## Order and Organization

Score	Scale	Item
0.6	Order and Organization	The leader makes sure that discussions are always orderly.
0.4	<i>Additional information appears in actual report.</i>	
0.2		
0.2		
0.2		
0.2		
0.2		
0.4		
0.4		
0.8		

**Leader Control**

Score	Scale	Item
0.6	Leader Control	Members who break the group's rules are corrected by the leader.
0.6	<i>Additional information appears in actual report.</i>	
0.6		
0.4		
0.4		
0.2		
0.6		
0.6		
0.8		

**Innovation**

Score	Scale	Item
0.6	Innovation	This group welcomes unusual ideas.
0.6	<i>Additional information appears in actual report.</i>	
0		
0		
0.4		
0.4		
0.6		
0.6		
0.8		

## Promoting Group Improvement

Information about group quality and implementation can suggest ways to improve groups and make them more effective. Before trying to improve the climate in a group, it is important to understand the group, to plan the change, and to anticipate the potential problems. A brief outline of the eight steps involved in the process of assessing and changing groups is provided below. Steps 1-3 concern processes **before** conducting the assessment and steps 5-8 concern processes **after** receiving the results.

- 1. Develop an overview of the change program.** What are the objectives? How can the changes be accomplished? Who needs to be involved in the planning?
- 2. Establish an assessment plan.** What aspects of the group need to be evaluated? What is the anticipated time frame for the assessment? How will communications with the members be handled?
- 3. Introduce the assessment to participants.** Give the reasons for the assessment. Outline the possible uses of the group climate information.
- 4. Conduct the assessment.** Include relevant individuals and administer the GES. Possibly give individuals the option to respond anonymously. Possibly use interviews and other forms of data collection.
- 5. Analyze and interpret the assessment results.** Compare the leader and members. Identify the nature and causes of any problems. Develop objectives and procedures for an intervention if necessary.
- 6. Give feedback to participants.** Provide feedback in a form that participants can understand. Give group members the opportunity to discuss the results.
- 7. Plan and implement the change program.**
- 8. Reassess the group climate.** Prior to reassessment, allow adequate time for changes to occur. Give feedback of new results to group members. Fine-tune the changes as needed.

## Reflection: Do these scores feel accurate?

If you have a sense that these scores are not accurate, you may wish to consider the following:

- Participants in this group may have felt different on the day they took the inventory than they do today. So, they might answer differently if they took the inventory again.
- The words on the inventory could mean something different for participants in this group than for other persons.
- There may have been words on the inventory which were unfamiliar to participants in this group.
- There may have been items on the inventory which were not relevant to participants in this group.
- The items may not reflect unique life circumstances and choices of participants in this group.
- Participants in this group may have personal practices or habits not listed on the inventory which could increase or decrease their scores. Any inventory can only provide a sample of all possible group environment factors.
- When participants in this group took the GES, they may have been distracted by something in their environment, such as noise or other people.